### **April - Lesson Plan Grades 4-5**

# EATSMART. PLAYHARD.



### **Objectives**

Learn why healthy snacking is important.

Learn how to make healthful choices for snacks.

### **Supplies Needed**

April
Pick a **better** snack™ & **ACT** bingo card

4<sup>th</sup> Grade – "Pack Your Snacks & Go" worksheet

5<sup>th</sup> Grade – "The Choices Are Yours" worksheet

#### **Note to Teachers**

For the months of April through May, one lesson will focus on the Eat Smart. Play Hard. ™ campaign, in addition to the Pick a **better** snack™ & **ACT** fruit, vegetable and physical activity lessons.

The Eat Smart. Play Hard. ™ campaign was developed by Food and Nutrition Services of the United States Department of Agriculture. Eat Smart. Play Hard. ™ is about making America's children healthier. It offers practical suggestions that will help motivate children and their caregivers to eat healthy and be active. The Eat Smart. Play Hard. ™ campaign messages and materials are fun for children and informative for caregivers.

The Power Panther<sup>™</sup> is the spokes-character for the Eat Smart. Play Hard. <sup>™</sup> campaign. The Power Panther<sup>™</sup> is proud to be very fast and physically fit. He can jump as high and as long as a tractor-trailer and can climb the tallest trees. He's also a great swimmer and hiker. The Power Panther<sup>™</sup> loves to walk, run or bike most days of the week. He can cover 20 miles a day!

Because the Power Panther™ plays hard everyday, he needs to keep his energy level up. He eats smart and uses MyPyramid as a guide. The Power Panther™ eats a variety of fruits, vegetables, and whole grain foods. He hopes boys and girls everywhere will make healthy food choices and be physically active! (Adapted from www.fns.usda.gov)

The focus of the E Eat Smart. Play Hard. ™ campaign will change each month.

**April** Pack up Your Snacks and Go.

May Move More. Sit Less. And Balance Your Day.

#### **Background**

Healthy snacks can supply a large portion of nutrients children need for growth. Snacks can help us eat fruits and vegetables, low-fat milk products, and whole grains.

Snacks also provide the added energy requirements children need for growth. Children need the energy provided by

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snacks to learn and play.

Snacks should make children more energized. If a snack makes one feel too full or sluggish, the portion size may need to be reduced.

Healthy snacking learned early in childhood will be a habit that lasts a lifetime.

### **Web Site Resources**

www.idph.state.ia.us/pickabettersnack www.fruitsandveggiesmorematters.org www.mypyramid.gov/kids/index.html www.fns.usda.gov/eatsmartplayhard

## Do the Activity: 4th Grade

Distribute the Power Panther "Pack Your Snacks & Go" worksheet to each student. Have the students complete the crossword.

### 5<sup>th</sup> Grade

Give each student a "The Choices are Yours!" worksheet. Have them commit to the Eat Smart and Play Hard "I can" small steps and complete the word scramble. (Courtesy of Kansas State University-Power Panther Pals)

# Talk It Over: 4<sup>th</sup> Grade

What were the Power Panther's favorite travel snacks? (grapes, celery, apple, yogurt, graham cracker, carrots)
Can the students name snacks that are not healthy choices? (cake snacks, "gummy" fruit snacks, fruit-flavored drinks containing sugar, French fries)

### 5<sup>th</sup>Grade

Review the "Six Steps to Your Goals" with the students. Encourage the students to write 3 goals for new foods they'll try, 3 smart snacks to ask family member to put on a grocery list and 3 snacks ideas to share with friends.

### Apply:

What can be done to assist students in having healthier snack choices? (plan ahead-think of foods listed on MyPyramid, convenience-remember Pick a **better** snack<sup>TM</sup> How easy is that?)

Have students brainstorm ideas for healthy snacks. Are these ideas included on their list?





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Fresh fruit and vegetables (The original snack pack!)
Popcorn or pretzels (Movie popcorn should be

discouraged.)

Snack size yogurt or pudding

Canned or dried fruit

Frozen grapes, banana slices or popsicles made from 100% juice

Peanut butter and fruit sandwich (try apple slices, banana or raisins)

Whole-grain crackers and cheese

String cheese

Tortilla with beans, cheese, lettuce and salsa

Pita sandwich with tuna and lettuce

Mini-pizzas made with English muffins or pita bread

Vegetable and noodle soup

Discuss the foods and activities on the April Bingo cards. Remind the students that when they eat one of these foods, or do one of the activities in the pictures, they can put an "X" through it.

On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for parents and/or grandparents. Encourage students to take the bingo card home and ask their family members to pick out a snack idea to try at home. Remind the students that the back of the card has information about snacks for April.





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#### **Extended Activities**



Art, Music & PE

Divide the class into even groups of 3 or 4. Have the groups choose a healthy snack and write a silly song about it to the tune of a popular children's song. (Mary had a Little Lamb, Twinkle Twinkle, etc.).



Language Arts & Reading

Have students write a journal entry about why they think it is important to eat healthy snacks. Have students volunteer to read theirs out loud. Discuss the students' responses as a class.



Math

Bring in some random snacks. Using the serving size listed on the package label, have the students measure out one serving size of four-five different snacks. Show these to the class so they can see the differences from one food to the next.



Science & Health

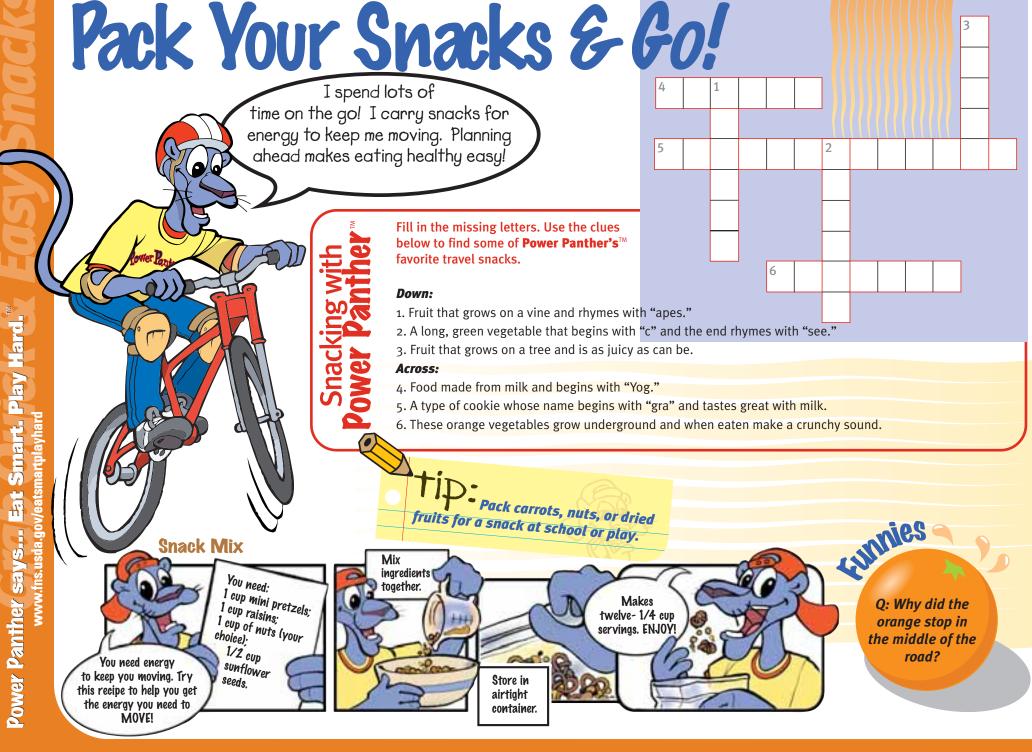
Enjoy a healthy snack day. Have students bring in a healthy snack and talk about benefits of healthy snacking during a snack break.



**Social Studies** 

Research ingredients that make a snack unhealthy. Why are those ingredients bad for us? (sugar, syrups, etc.) What makes a snack healthy? Research these six nutrients that are needed to maintain a growing and healthy body: carbohydrates, protein, fat, minerals, vitamins and water.





## EATSMART. PLAYHARD.



## The Choices are Yours!

Small steps add up! What can you do to be your best? Check ( $\sqrt{\ }$ ) them off. Add your own!

To <b>PLAY HARD</b> , I can…		To EAT SMART, I can
my friends after  Help my family Dance or walk Walk while I tal Play computer Go out for a co sport. Walk, bike, or r store, school, o  Word Scramble Unscramble these fruit and find them in your store. Be taste 'em! WIKI FUIRT PAAPYA CAAJIM HUCZINCI NOAMG EDR REPEPP	ve fun to do with school. with chores. to relieve stress. k on the phone. games less often. mmunity or school coller-blade to the r a friend's house.	<ul> <li>□ Eat breakfast.</li> <li>□ Drink juice, milk, or water when I'm thirsty—maybe with fast food.</li> <li>□ Use food labels to pick snacks with less fat and less sugar.</li> <li>□ Drink milk with lunch or supper.</li> <li>□ Order regular-size fast foods.</li> <li>□ Compare my usual amounts to serving sizes on food labels, so I don't overeat.</li> <li>□ Take fruit in my backpack to snack on when I'm hungry.</li> <li>□ Try a new vegetable this week.</li> <li>□ Eat slowly; stop when I'm full.</li> <li>□ Ask my family to buy healthful snacks, such as fruits and veggies.</li> </ul>
To make healthy choices, I can  Three new foods to try: Three things to Play Hard: Three things to Eat Smart:		
Tillee liew loods to tr	y. Timee timigs to F	lay Hard: Three things to Eat Smart:







### **Word Scramble Solution**

WIKI FUIRT KIIWII FRUIT

PAAPYA PAPAYA

CAAJIM JICAMA

HUCZINCI ZUCCHINI

NOAMG MANGO

EDR REPEPP RED PEPPER



### **April - Lesson Plan Grades 4-5**

# PHYSICAL ACTIVITY



### **Objectives**

Learn the connection between being physically active and mental health.

Understand the body changes that occur in addition to increased heart rate.

Realize how fun physical activity can be.

### **Supplies Needed**

April
Pick a **better** snack<sup>™</sup> & **ACT**bingo card

Recording of the "Hokey Pokey"; tape player or CD player

### **Background**

Physical activity produces overall physical, psychological and social benefits. Physical activity helps control weight, reduce blood pressure, raise good (HDL) cholesterol, reduce the risk of diabetes and some kinds of cancer and improve mental well-being, including gaining more self-confidence and higher self-esteem.

Physical activity is one of the best ways to decrease stress. When we are physically active, stress is relieved by the release of endorphins. Endorphins are thought to relieve stress and pain naturally, giving one a happy and invigorating feeling. Muscle tension tends to be reduced after a good exercise session and this can promote a feeling of relaxation and calmness. With less stress, many individuals will begin to feel more energized and alive.

Physical activity may enhance body image perception and self-confidence. Being active makes people feel good and when people feel good, their moods seem to elevate. Many studies show that people who are regularly active have a more positive outlook and are happier overall in compared to the inactive population.

Regular physical activity has been shown to greatly diminish and in some cases prevent the symptoms of depression. The exact physiological reason is unknown, but scientists believe that enhancing body image, elevating moods and improving one's health and physical appearance can help boost self-confidence and create a feeling of success, therefore decreasing depression symptoms.

Stress and fatigue negatively affect concentration, comprehension and memory. Since physical activity is a great way to take away stress and increase energy levels, a regular routine will improve mental alertness and overall mental health.

One of the best psychological benefits of physical activity is just feeling energized. One could argue that this is a physical benefit of physical activity; however the psychological benefits greatly contribute to this overall feeling. The

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combination of increased self-confidence, decreased stress, better moods, less depression and increased mental health in addition to all of the physical benefits should make anyone feel great!

#### **Web Site Resources**

www.idph.state.ia.us/pickabettersnack www.mypyramid.gov/kids/index.html

# Do the Activity: Hokey Pokey Aerobics

Have the students stand by their desks as they perform the Hokey Pokey and sing-a-long. Ask students periodically how they are feeling being physically active.

**Hokey Pokey Aerobics** 

Put your right foot in (lunge forward on the right leg)
Put your right foot out (return to standing position)
Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up and down in lunge position)
Do the Hokey Pokey and turn yourself about (do jumping jacks while turning in a circle)

Repeat above but do the opposite for the left leg

Put your right arm in (extend arm at the elbow)
Put your right arm out (flex arm at the elbow)
Put your right arm in and shake it all about (do bicep curls)
Do the Hokey Pokey and turn yourself about (do vertical jumps while turning in a circle)
Do the opposite for the left arm

Put your right elbow in (elbow flexed, forearm parallel to the ground, flex shoulder away from body)

Put your right elbow out (elbow flexed, forearm parallel to the ground, extend shoulder back towards body)

Put your right elbow in and shake it all about (arm in same position, flex and extend shoulder)

Do the Hokey Pokey and turn yourself around (hop on your right foot turning in a circle)

Do the opposite for the left elbow

Put your head in (slowly touch chin to chest)

Put your head out (slowly move it back to starting position) Put your head in and shake it all about (slowly move head side to side)

Do the Hokey Pokey and turn yourself around (jog in place while turning in a circle)





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Put your right hip in (side jump in)

Put your right hip out (side jump out)

Put your right hip in and shake it all about (jump side to side) Do the Hokey Pokey and turn yourself around (march in place while turning in a circle)

Do the opposite for the left hip

Put your whole self in (forward jump in)

Put your whole self out (backwards jump out)

Put your whole self in and shake it all about (jump in and out) Do the Hokey Pokey and turn yourself around (do leg squats)

Put your backside in (backwards jump in) backwards

Put your backside out (backward jump out)

Put your backside in and shake it all about (jump in and out) Do the Hokey Pokey and turn yourself around (do pushups)

Do the Hokey Pokey, ending-can do regular ending or have students pick their favorite exercise. End with a partner high five!

Let the students "invent" some new moves and teach them to the class.

#### Talk It Over:

Ask the students:

Why is it important to be physically active?

Does getting physical activity make you feel better?

What other feelings do you experience while being active?

Why is decreasing stress important?

What other activities could help lower stress? (reading,

playing with friends, walking)

What other activities are enjoyable?

### Apply:

After the students have completed the Hokey Pokey ask them what bingo card activities could be checked off. (Students will be able to check off leaping and playing on their bingo cards).

Remind students of the activities they mentioned that made them feel better that could help them complete their bingo card.

Equip

Invent

Leap

Cycle



